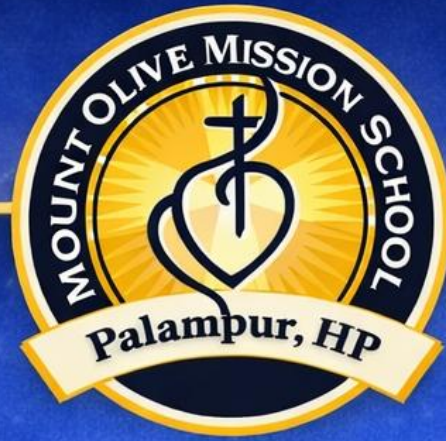




MOUNT OLIVE MISSION SCHOOL

Palampur, Himachal Pradesh



TEACHERS & STAFF HANDBOOK



MOUNT OLIVE MISSION SCHOOL

Palampur, Himachal Pradesh)

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This Teachers' Handbook is the exclusive property of Mount Olive Mission School and is intended solely for official use by authorized staff members.

The contents of this document are strictly confidential. No part of this handbook may be copied, reproduced, photographed, circulated, or shared in any form—whether print, digital, or electronic—without prior written permission from the school authorities. Any violation of this policy will invite strict disciplinary action.

This handbook has been prepared under the guidance of the **Principal, Dr. Abey Thomas**, and is approved by the **Director, Dr. Sam Abraham**.

The policies, guidelines, and procedures outlined in this handbook are subject to periodic review and revision. The handbook will be updated annually. Any amendments, additions, or changes will be communicated through official circulars, notices, and authorized communication channels.

All staff members are required to stay updated by regularly referring to:

- Official school circulars
- Notice boards
- School communication groups
- Authorized institutional communication platforms

It is mandatory for all staff members to comply not only with the contents of this handbook but also with all subsequent updates, instructions, and responsibilities communicated by the institution from time to time.



Mount Olive Mission School

Affiliated to Himachal Pradesh Board of School Education

(An ISO 9001:2015 certified Institution)

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MOUNT OLIVE MISSION SCHOOL

Palampur, Himachal Pradesh

Teachers' Handbook Academic Year 2026–2027

"Shaping Dreams, Building Futures"

DIRECTOR'S MESSAGE

It gives me great pleasure to present the Teachers' Handbook for the academic year 2026–2027 of Mount Olive Mission School.

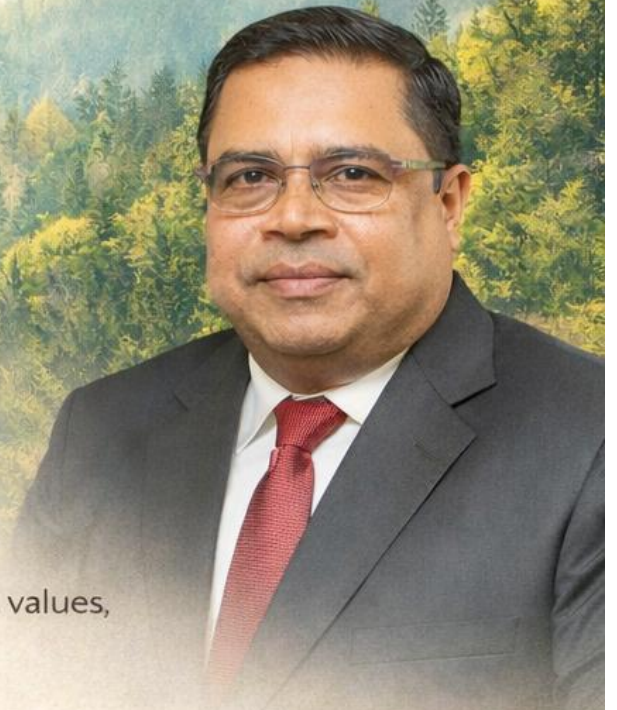
This handbook reflects our institutional vision, values, and commitment to excellence in education.

At Mount Olive Mission School, guided by our motto "**Learners Today, Leaders Tomorrow,**" we believe that education is a transformative journey that shapes not only intellect but also character, discipline, and purpose. Our aim to nurture young minds into responsible, confident, and value-driven individuals who can contribute meaningfully to society.

Teachers are the cornerstone of this vision. Your role extends far beyond classroom instruction—you are mentors, role models, and nation-builders. The standards, policies and expectations outlined in this handbook are designed to support you in maintaining consistency, professionalism, and excellence in all areas of teaching and institutional

May this academic year be marked by commitment, innovation, and impactful teaching as we continue to shape "Learners today" into "Leaders Tomorrow."

Dr. Sam Abraham
Director



PRINCIPAL'S MESSAGE

Welcome to the academic year 2026–2027 at Mount Olive Mission School.

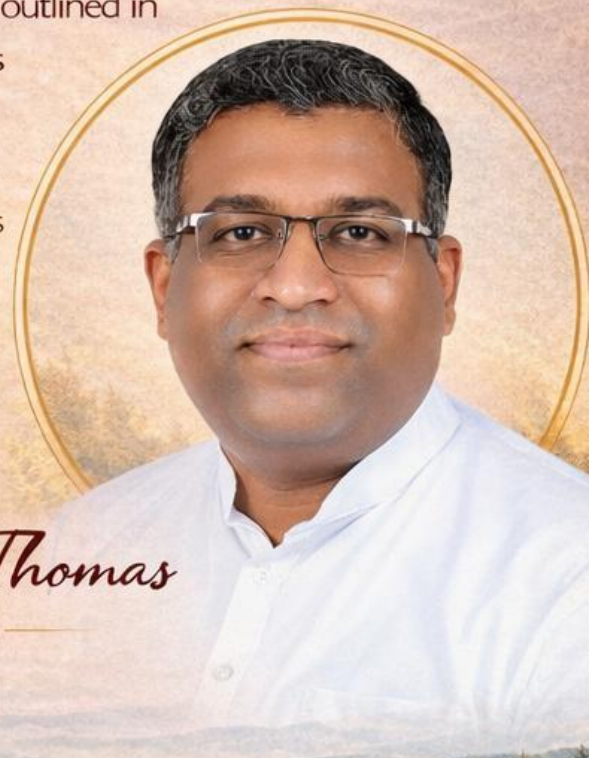
This Teachers' Handbook serves as a comprehensive guide to our academic practices, institutional policies, and professional expectations. It has been thoughtfully designed to ensure clarity, consistency, and excellence in the functioning of our school.

As educators, we hold a significant responsibility in shaping the future of our students. Every lesson we teach, every value we impart, and every interaction we have contributes to their growth and development. In alignment with our motto "Learners Today, Leaders Tomorrow," we are committed to fostering academic excellence, discipline, character formation, and holistic development.

I encourage all teachers to adhere to the guidelines outlined in this handbook and to approach their responsibilities with dedication, creativity, and professionalism. Let us strive to create an engaging, inclusive, and value-based learning environment that inspires students to achieve their full potential, successful.

Together, let us work collaboratively to uphold the standards of our institution and make this academic year meaningful, productive, and successful.

Dr. P. Abey Thomas
Principal



ABOUT THE INSTITUTION



About the Institution

Mount Olive Mission School (MOMS) is operated by the BERACHAH Church of God, a society duly registered with the Government of Himachal Pradesh. The institution is committed to providing quality education rooted in strong moral, spiritual, and academic values.

The school is affiliated with the Himachal Pradesh Board of School Education (HPbSE), Dharamshala, and follows a structured academic framework aligned with national educational standards. English is the primary medium of instruction, ensuring clarity, consistency, and effective communication in the teaching-learning process.

Guided by its motto, the institution strives to shape young minds into responsible, confident, and capable individuals who are prepared to lead and contribute meaningfully to society.

Motto: "Learners Today, Leaders Tomorrow"



SECTION A: INSTITUTIONAL OVERVIEW

4. Motto, Vision & Mission

Our Motto

“Learners Today. Leaders Tomorrow.”

Vision Statement

To be a center of excellence in holistic education, nurturing young minds into confident, compassionate, and value-driven leaders who will transform society and uphold truth, integrity, and service.

Mission Statement

Mount Olive Mission School is committed to:

- Providing Holistic Education and Promoting Experiential & Learner-Centered Learning
- Building Strong Character and Values and developing Leadership Qualities
- Encouraging Lifelong Learning and Skills
- Fostering Social Responsibility and Service
- Strengthening Spiritual and Ethical Foundations

Purpose

The purpose of Mount Olive Mission School is to nurture learners into responsible, value-based, and competent leaders by providing holistic education that integrates knowledge, character, skills, and service, in alignment with NEP 2020.

5. Educational Philosophy

Mount Olive Mission School believes that education is a transformative process that nurtures the whole person, mind, body, and spirit, empowering learners to grow into responsible, compassionate, and visionary leaders.

6. Aims, Objectives & Goals

Aims

We believe that every individual is created by God and possesses inherent dignity, unique value, and personal worth. The institution is committed to nurturing each student with care, respect, and purpose.

Objectives

To sow the seeds of “*Learners Today*” and nurture them into “*Leaders of Tomorrow*” from the earliest stages of education, ensuring holistic growth and development.

Goals

- To impart wisdom through quality and value-based education
- To cultivate strong moral and ethical values
- To recognize and develop the unique talents of every student
- To provide a positive, inclusive, and engaging learning environment
- To enable each learner to achieve their full potential
- To inspire a commitment towards service, compassion, and global responsibility

7. Key Features

1. Holistic and Inclusive Education
2. Academic Excellence with Smart Classrooms & a Well-Equipped Computer Lab
3. Analytical and Competitive Skill Development (Olympiads)
4. Conceptual and Experiential Learning Approach
5. Self-Learning and Independent Thinking
6. Co-Curricular and Extra-Curricular Activities
7. House System and Club Activities

8. Entrepreneurial Development, School Carnivals, and Events
9. Promotion of Indian Culture and Values in education
10. Pre-Primary Graduation Ceremony

8. Institutional Highlights

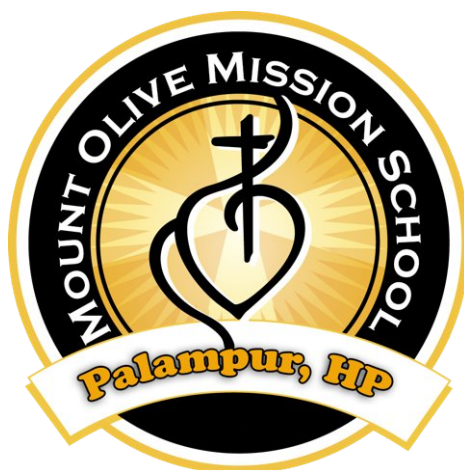
Mount Olive Mission School stands as a center of excellence committed to nurturing young minds through quality education, strong values, and holistic development. The institution is dedicated to shaping students into responsible, confident, and future-ready individuals.

Key Highlights of the Institution:



SECTION B: IDENTITY & SYMBOLISM

9. School Logo / Coat of Arms



10. Symbolism and Interpretation



Connection to Motto

- Learners Today – Guided by love, values, and knowledge
- Leaders Tomorrow – Equipped to lead with integrity and wisdom

SECTION C: AWARDS & RECOGNITION

11. Institutional Recognition

Mount Olive Mission School has consistently demonstrated excellence in education and holistic development. In recognition of its outstanding performance, the school received the **International Excellence Award – Best School (Nursery to Class 8) in 2025** from StartupShiksha Foundation. This award acknowledges the institution's commitment to quality education, innovative practices, and strong leadership.

The school is also an **ISO 9001:2015 Certified Institution**, reflecting its adherence to quality standards in academic and administrative processes.

12. Leadership Excellence

The institution is guided by visionary leadership that has been recognized at various levels.

Dr. Sam Abraham, Director, has been honored with:

- Dr. S. Radhakrishnan Visionary Mentor Award – 2025 (TretaYug Foundation) for outstanding mentorship and leadership in education.
- Visionary Award – 2025 (Vision Wellness Foundation) for his contribution as an educator and social reformer, impacting both academic and community development.

13. Academic Leadership Achievements

Dr. P. Abey Thomas, Principal, has received the following recognitions:

- Principal Academic Research Star Education Excellence Award – 2025, for exemplary academic leadership and research-oriented practices.
- Best Principal Award – 2025 (Indian Talent Olympiad), for his commitment to academic excellence and institutional development.

Under his leadership, Mount Olive Mission School has achieved significant progress in maintaining high academic standards and promoting holistic education.

These recognitions reflect the institution's continuous efforts to uphold excellence in education, leadership, and student development. They serve as a motivation for faculty members to contribute actively towards maintaining high standards of teaching, discipline, and holistic growth.

SECTION D: ACADEMIC YEAR FRAMEWORK

14. Academic Year Themes

The school adopts meaningful themes each academic year to inspire students and staff towards growth, excellence, and purposeful learning.

AY 2024–2025: *“Grow as We Go”*

AY 2025–2026: *“Rise and Shine”*

AY 2026–2027: *“Shaping Dreams, Building Futures”*

These themes reflect the institution's commitment to continuous development, character formation, and striving towards excellence in all aspects of life.

15. Academic Year Theme 2026–2027

“Shaping Dreams, Building Futures”

The Academic Year Theme *“Shaping Dreams, Building Futures”* reflects the institution's commitment to nurturing the aspirations of every student while equipping them with the knowledge, skills, values, and character required for a successful and meaningful future. This theme emphasizes holistic development, integrating academic excellence with creativity, discipline, leadership, and moral values.

To effectively implement this theme, the school shall adopt a structured Monthly Theme Plan from April to March. Each month will focus on a specific value or developmental area, supported by age-appropriate activities for students from Nursery to Class VIII. These activities will include assemblies, competitions, creative expressions, experiential learning, and co-curricular engagements such as poster making, slogan writing, drama, quizzes, exhibitions, and celebrations.

16. Theme Integration Strategy

To effectively implement the Academic Year Theme “Shaping Dreams, Building Futures,” the school adopts a comprehensive and integrated approach that connects academics, curricular, co-curricular, sports, clubs, and holistic development. The aim is to ensure that the theme is not limited to activities but is meaningfully embedded in the daily learning experience of every student.

1. Integration in Academics
2. Integration in Curricular Practices and Co-Curricular Activities
4. Integration in Morning Assembly
5. Integration in Sports and Physical Education
6. Integration through Clubs and Student House Activities
7. Integration for Holistic Development



SECTION E : MONTHLY THEME PLAN

17. MONTHLY THEME PLAN 2026-2027

Month	Theme	Focus
April	Dream Big, Start Small	Goal Setting
May	Learning with Joy	Love for Learning
June	Growing with Values	Moral Development
July	Discipline Builds Destiny	Responsibility
August	Responsible Citizens	Patriotism
September	Respect & Gratitude	Values
October	Unity in Diversity	Culture
November	Creativity & Innovation	Thinking Skills
December	Sharing & Caring	Compassion
January	Leadership & Confidence	Leadership
February	Excellence through Effort	Hard Work
March	Achieving Dreams	Reflection

18. Implementation Guidelines

- All teachers must actively incorporate the monthly themes into lesson plans, assemblies, and classroom activities.
- House Masters/Teachers shall organize inter-house competitions aligned with the themes.

- The Academic Coordinator shall monitor and ensure proper implementation of the monthly plan.
- Activities must be age-appropriate and inclusive for all students.
- Documentation of activities (reports, photos, student work) must be maintained for records and evaluation and submit to the office.

19. Roles and Responsibilities

Teachers play a vital role in shaping the academic, moral, and holistic development of students. In alignment with the Academic Year Theme “**Shaping Dreams, Building Futures,**” teachers are entrusted with the responsibility of nurturing students’ aspirations while equipping them with knowledge, skills, values, and character required for a successful future.

They are expected to perform their duties with commitment, professionalism, and a strong sense of responsibility, contributing meaningfully to the vision and mission of the institution. Through effective teaching, mentorship, and active participation in all school activities, teachers shall foster an engaging, inclusive, and value-based learning environment that promotes academic excellence, discipline, leadership, creativity, and holistic development.

Principal Advisory Board



SECTION F: OPERATIONAL POLICIES

This section outlines the operational policies, roles, responsibilities, and institutional procedures that guide the professional conduct and functioning of all staff members.

CHAPTER 1: EMPLOYMENT TERMS

20. Tenure of Appointment

Staff members are expected to serve for a minimum of two (2) academic years, and requests for leaving before the completion of the tenure are generally not permitted. All staff must complete the current academic year before leaving the institution. In the event that a staff member resigns or discontinues service during the academic year, they will not be issued an Experience Certificate or Reference Letter and may forfeit eligibility for any pending honorarium.

21. Performance Review

Performance will be regularly evaluated by the Academic Coordinator, Supervisor, Administrator or the Principal to ensure that staff members are effectively fulfilling their academic and professional responsibilities. These evaluations may include an assessment of teaching quality, classroom management, student engagement, adherence to institutional policies, and overall contribution to the institution's goals. Based on these periodic reviews, the continuation of service as well as the disbursement of honorariums shall be determined, and will depend upon the staff member's ability to maintain satisfactory performance standards consistently.

CHAPTER 2: PROFESSIONAL EXPECTATIONS

22. Duties and Responsibilities

Teachers are expected to plan and deliver effective, well-structured lessons that promote meaningful learning and support the academic, personal, and holistic development of students. They are required to actively participate in school activities, programs, and events, while maintaining discipline and fostering an inclusive, respectful, and engaging classroom environment. Teachers should provide appropriate guidance and mentoring to students, maintaining confidentiality and professional boundaries at all times. They are also responsible for conducting assessments in a fair and timely manner, monitoring student progress, and taking necessary steps to enhance learning outcomes.

In addition, teachers must maintain a Teacher's Diary to record lesson plans, classroom activities, and academic progress regularly. They are also expected to organize and actively contribute to school house competitions, co-curricular activities, and institutional celebrations, thereby promoting student participation, leadership, and overall development in alignment with the institution's values and mission.

23. Professional Conduct

Teachers are required to adhere strictly to all school policies and guidelines while maintaining discipline and fostering a positive and supportive classroom environment. They must ensure zero tolerance for corporal punishment under all circumstances and consistently monitor student progress. Additionally, teachers are responsible for safeguarding the safety and well-being of all students at all times.

24. Code of Ethics

24.1 Core Values

Teachers are expected to uphold dignity, equality, and inclusivity, while showing respect for diversity in all aspects of their professional conduct. They must demonstrate integrity, honesty, and accountability in their responsibilities and always act in the best interests of students with care, fairness, and a strong sense of ethical commitment.

24.2 Professional Responsibilities

Teachers are expected to maintain punctuality in all their duties and ensure that no class is left unattended under any circumstances. They should build and sustain respectful, professional relationships with students, parents, and colleagues, fostering a positive and collaborative educational environment. At all times, teachers must prioritize and ensure the safety and well-being of every student under their care. They are required to maintain strict confidentiality regarding student and institutional matters while upholding appropriate professional boundaries in all interactions. Additionally, teachers must avoid any conflict of interest and refrain from misusing their position for personal, financial, or other undue advantage, thereby maintaining the highest standards of professionalism and integrity.

24.3 Teaching Practices

Teachers are expected to maintain high standards in all aspects of teaching, including lesson delivery, assessment, and the provision of timely and constructive feedback to support student learning. They

should adopt engaging, student-centered, and inclusive teaching methodologies that cater to diverse learning needs and create a positive and interactive classroom environment. Furthermore, teachers should actively encourage critical thinking, creativity, and meaningful participation among students, fostering a culture of inquiry and lifelong learning.

24.4 Professional Conduct

Teachers are expected to refrain from providing private tuition to students currently under their instruction and must avoid any unethical practices or misuse of authority. They should employ only positive and constructive discipline methods in managing student behavior. Additionally, all forms of communication, including verbal, written, and digital interactions, must be professional, responsible, and aligned with institutional standards.

CHAPTER 3: ADMINISTRATIVE POLICIES

25. Attendance and Punctuality

Staff members are expected to maintain strict punctuality in reporting for duty and attending all assigned responsibilities in a timely manner. Regular and accurate recording of attendance is mandatory through the prescribed systems, including manual registers, biometric devices, and digital platforms, as applicable. Staff must ensure that attendance records are entered correctly and consistently, with proper signing of registers where required. Any form of alteration, falsification, or misuse of attendance records is strictly prohibited and may invite disciplinary action.

26. Dress Code and Grooming

26.1 Weekly Dress Schedule

Monday: Uniform Suits
Tuesday: Formal Dress
Wednesday: Uniform Suits
Thursday: Uniform Saree
Friday: Semi-Formal
Saturday: Casual (as per activities)

26.2 General Guidelines

Staff members are expected to maintain a neat, modest, and professional appearance at all times. They are required to wear the school-issued blue overcoat from Monday to Friday as part of the prescribed dress code. During formal occasions, a black blazer must be worn to reflect professionalism and uniformity. Additionally, wearing black shoes is compulsory from Monday to Friday with a saree and suits to ensure consistency with the institution's standards of appearance.

26.3 Grooming Standards & Identification

Staff members are expected to maintain simple, neat, and professional grooming at all times, reflecting dignity, discipline, and respect for the institutional environment. Personal appearance should be well-maintained, modest, and appropriate to a professional educational setting. In addition, wearing the official school identification (ID) card is mandatory at all times while on campus. The ID card must be visibly displayed during working hours to ensure proper identification, security, and accountability within the institution.

27. Leave Policy

This section outlines the Leave Policy and Guidelines for Teaching Staff of Mount Olive Mission School. The policy is designed to ensure a balance between the smooth functioning of academic activities and the genuine personal needs of teachers. While the institution recognizes the importance of rest, health, and personal responsibilities, it also emphasizes accountability and continuity in teaching and learning. All leave provisions are subject to approval by the competent authority and must be availed in accordance with the prescribed procedures. Teachers are expected to exercise responsibility in applying for leave, ensuring that their absence does not adversely affect students' academic progress or the overall discipline and functioning of the school.

27.1 Applicability

This Leave Policy applies to all teaching and staff of Mount Olive Mission School. The leave provisions are intended to ensure proper academic functioning while allowing teachers to attend to genuine personal needs.

27.2 Types of Leave

The following types of leave are available for teaching staff:

1. Casual Leave (CL)
2. Medical Leave (ML)
3. Permission Leave
4. Vacation Leave (VL)
5. Half-Day Leave Policy

27.3 Casual Leave (CL)

1. Teaching staff are entitled to 10 days of Casual Leave per academic year.
2. Casual Leave must be applied for in advance (5 days) and approved by the competent authority.
3. Casual Leave taken on Saturday and Monday will not be approved as CL. If such leave is taken, it will be treated as two separate leave days and will not be adjusted from the Casual Leave balance.
4. Casual Leave will not normally be granted during important academic periods, such as school events, programs, examinations, or at the beginning of the academic or calendar year.
5. Before proceeding on leave, teachers must assign their duties or classes to another teacher and obtain the concerned teacher's consent signature.
6. Casual Leave is a fully paid honorarium, and no honorarium deduction will be made if the leave is properly approved by the competent authority

27.4 Medical Leave (ML)

Medical Leave may be granted to teachers in cases of illness or health-related conditions. For approval of such leave, a valid medical certificate along with a prescription from a registered medical practitioner must be submitted. When supported by proper medical documentation, Medical Leave shall be treated as paid leave. However, if the required documents are not provided, the leave may be considered as Leave Without Honorarium (LWH). Any misuse of Medical Leave or submission of false or misleading medical certificates will be treated seriously and may result in disciplinary action.

27.5 Permission Leave

Permission Leave may be granted to teachers for short personal requirements during working hours. Such permission must be obtained from the Principal or Director only. Additionally, teachers are

required to inform the Academic Supervisor or Administrator before leaving the campus to ensure proper coordination and accountability.

27.6 Vacation Leave (VL)

Vacation Leave shall be availed only during the official school vacation periods as specified in the academic calendar. However, teachers may be required to attend school during vacations for duties such as examinations, academic planning, training sessions, or school programs, as directed by the school administration.

27.7 Half-Day Leave Policy

Half-Day Leave may be granted to teachers only in special circumstances and with prior approval from the Principal. When properly approved, it shall be treated as a half-day leave with a corresponding half-day honorarium deduction, unless it is adjusted against the teacher's available Casual Leave balance. If sufficient Casual Leave is available, the half-day leave may be adjusted accordingly without any honorarium deduction. However, any half-day leave taken without prior approval will be considered unauthorized absence and may result in salary deduction and disciplinary action. Teachers are also required to ensure that all classes and responsibilities are appropriately assigned to another teacher before leaving the campus.

27.8 Uninformed Leave / Unauthorized Absence

Any leave taken without prior information or approval will be treated as unauthorized leave. In such cases, the staff member may be subject to disciplinary consequences, including the deduction of two days' honorarium, and the absence may also be recorded as poor performance in the overall evaluation.

27.9 Restrictions on Leave

Leave will **NOT** normally be granted during critical academic periods such as school examinations, major school events or programs, the beginning of the academic year, the beginning of the calendar year, or during any important academic activities and institutional functions. However, exceptions may be considered only with special permission from the Principal or Director.

27.10 Procedure for Applying Leave

To apply for Casual Leave or other leave, the teacher must follow these steps:

1. Inform the Administrator / Principal verbally in advance.
2. Fill out the Teaching Staff Leave Application Form.

3. Assign academic duties to another teacher and obtain their consent.
4. Give verbal information to the Academic Supervisor for permission.
5. Inform the “MOMS Family” WhatsApp group regarding the leave.

27.11 General Guidelines

Leave cannot be claimed as a matter of right, and all leave requests are subject to the approval of the school administration. The administration reserves the authority to approve, refuse, or modify any leave application based on academic priorities and institutional requirements. Teachers are expected to ensure that their absence does not adversely affect students' academic progress and that necessary arrangements are made to maintain continuity in learning.

28. Language Policy

English shall be the official language of communication within the campus, and all staff members are expected to use English in their professional interactions, including teaching, meetings, and official correspondence. This practice is intended to maintain uniformity, professionalism, and effective communication across the institution. However, local languages may be used when necessary, particularly for clarity in communication with students or parents who may require additional support in understanding. Any non-compliance with the language policy may attract a nominal contribution of Rs.100/- or corrective measure as determined by the institution.

29. Communication Policy

Staff members are expected to maintain respectful, courteous, and constructive communication with parents always. They should regularly inform parents about their child's academic progress, behavior, and any areas of concern, ensuring transparency and partnership in the student's development during the school hours only. All communication must be professional, clear, and solution-oriented, reflecting the values and standards of the institution while fostering trust, cooperation, and positive relationships between the school and parents. They can also use the school phone number +91 8988331234 to communicate properly.

CHAPTER 4: ACADEMIC RESPONSIBILITIES

30. ROLE OF THE DIRECTOR

The Director is the highest administrative and financial authority of the institution and is responsible for the overall governance, strategic direction, and effective functioning of Mount Olive Mission School. The Director ensures that all academic, administrative, and operational activities are aligned with the vision, mission, and statutory requirements of the institution.

Key Responsibilities

- Provide overall leadership and supervise the functioning of the Principal and the institution
- Ensure recruitment of teaching and non-teaching staff as per the RTE Act, 2009 and applicable norms
- Receive and review reports from the Principal, Administrator, Academic Supervisor, Coordinators, and other staff
- Monitor institutional performance and ensure accountability at all levels
- Oversee financial management, including honorarium disbursement, budgeting, and expenditure control
- Supervise procurement, purchasing, and proper utilization of funds
- Ensure maintenance of infrastructure, school property, and campus facilities
- Ensure compliance with RTE Act, HPBoSE guidelines, and government regulations
- Promote continuous improvement and institutional development

31. ROLE OF THE MANAGING SOCIETY (BERACHAH CHURCH OF GOD)

The Managing Society serves as the apex governing body of the institution and holds ultimate authority over its establishment, development, and functioning. It ensures that the school operates in accordance with its founding vision, mission, and legal framework.

Key Responsibilities

- Frame and approve institutional policies, rules, and regulations

- Appoint key authorities such as the Director, Principal, and senior administrators
- Oversee academic, administrative, and financial functioning of the institution
- Approve major financial decisions, budgets, and development plans
- Ensure compliance with RTE Act, HPBoSE, and government regulations
- Support infrastructure development and institutional growth
- Uphold the moral, spiritual, and value-based foundation of the institution
- Plan long-term strategies for academic excellence and expansion

All major institutional decisions are subject to the approval of the Managing Society.

32. ROLE OF THE PRINCIPAL

The Principal is the chief academic and administrative head responsible for the day-to-day functioning of the institution. The Principal ensures that the school operates with discipline, efficiency, and academic excellence, maintaining standards comparable to national and international practices.

Key Responsibilities

- Provide academic leadership and ensure effective curriculum implementation
- Supervise teaching–learning processes, lesson planning, and assessments
- Ensure timely completion of syllabus and academic calendar
- Manage overall administration and maintain discipline within the school
- Supervise and guide teaching and non-teaching staff
- Conduct staff meetings, evaluations, and professional development initiatives
- Ensure student welfare, discipline, and holistic development
- Maintain effective communication with parents and stakeholders
- Monitor academic coordinators, supervisors, and institutional performance
- Ensure compliance with HPBoSE, RTE Act, and institutional policies
- Promote co-curricular activities and institutional development

Financial Limitation

The Principal shall not be directly involved in financial matters, including handling funds, approving expenses, or making financial decisions. Financial responsibilities rest with the Director and authorized authorities.

33. ROLE OF THE ADMINISTRATOR

The Administrator is responsible for the effective execution of administrative, operational, and coordination functions within the institution. The Administrator acts as a key link between the Director, Principal, staff, and support systems, ensuring smooth and efficient functioning of the school.

Key Responsibilities

- Oversee day-to-day administrative operations and office management
- Manage student fee collection and maintain financial records in coordination with the Director
- Coordinate and supervise teaching staff, Academic Supervisors, and Coordinators
- Act as head of janitors and support staff, ensuring campus cleanliness and maintenance
- Maintain records, documentation, and institutional data
- Handle government-related work including UDISE, HPBoSE, and official correspondence
- Ensure implementation of instructions from the Director, Principal, and Managing Society
- Support school operations, events, procurement, and logistics
- Maintain strict confidentiality in all institutional matters
- Ensure all tasks are executed efficiently, systematically, and professionally

34. ROLE OF THE ACADEMIC SUPERVISOR

The Academic Supervisor is responsible for the overall coordination, supervision, and effective functioning of the academic sections of the school, including Pre-Primary, Primary, and Middle sections through the respective Academic Coordinators. The Supervisor shall monitor and guide the work of all

coordinators, ensuring that academic standards, planning, and execution are carried out efficiently. This role includes regularly reviewing student attendance, teacher diaries, notebooks, and academic records to ensure consistency and quality in teaching–learning practices. The Academic Supervisor is also responsible for addressing and resolving parent concerns, interacting with parents when required, and maintaining transparent communication regarding student progress and well-being.

In addition, the Academic Supervisor shall conduct regular meetings with teachers and Academic Coordinators to review progress, provide guidance, and ensure alignment with institutional goals. The Supervisor must oversee the preparation and evaluation of progress report cards, monitor student learning outcomes, and ensure that academic objectives are being achieved effectively. Evaluating the performance of teaching staff, and when required, non-teaching staff, also forms a key part of this role. The Academic Supervisor is expected to maintain strong coordination and communication with the Principal, Director, and Administrator, ensuring that all academic activities are aligned with the institution’s vision and policies. Furthermore, the Supervisor shall carry out any additional responsibilities or tasks assigned by the management, including those delegated by the Principal, Director, or Administrator, and ensure their timely and effective implementation.

35. ROLE OF THE ACADEMIC COORDINATORS – Pre-Primary, Primary, Middle Sections

Academic Coordinators for Pre-Primary (Nursery, LKG, UKG), Primary (Classes 1–4), and Middle Sections (Classes 5–8) are responsible for ensuring the smooth functioning and academic excellence of their respective sections. They shall work closely with class teachers to ensure that all teaching–learning processes meet the standards and expectations of the school. Coordinators are required to regularly supervise classroom activities, including lesson delivery, chart preparation, maintenance of teacher diaries, student diaries, and notebooks, ensuring quality, consistency, and timely completion of the syllabus.

They must monitor and review all assessment processes, including weekly tests, formative and summative assessments, ensuring that question papers are properly set, evaluated, corrected, and that tabulation and result analysis are accurately completed. Coordinators are also responsible for maintaining discipline and effective classroom management within their sections. Regular meetings

with class teachers should be conducted to review progress, provide guidance, and address challenges, with the Academic Supervisor invited as an observer when required.

Academic Coordinators must maintain effective communication with parents whenever necessary and address concerns in a timely and professional manner. They are required to report regularly to the Principal and Academic Supervisor regarding academic progress, challenges, and improvements within their section. Additionally, Coordinators must ensure that all institutional policies, academic standards, and timelines are strictly followed. They are expected to carry out any additional responsibilities assigned by the Principal, Director, Administrator, or Academic Supervisor, ensuring that all tasks are completed efficiently and within the stipulated deadlines. Any significant issues or concerns must be promptly reported to the Principal and Academic Supervisor. Coordinators should also maintain proper records and documentation to ensure that all academic processes function smoothly and effectively.

36. ROLE OF THE CLASS TEACHER

The class teacher plays a vital and comprehensive role in ensuring the academic, administrative, and personal development of students entrusted to their care. They are responsible for maintaining accurate, complete, and up-to-date student records, including personal and parental details, while ensuring strict confidentiality in all matters. The class teacher must uphold discipline by promoting values, good behavior, and adherence to school rules, while ensuring that no form of partiality, discrimination, or bias—whether based on caste, background, or any other factor—is practiced, treating all students equally with fairness and respect.

The class teacher is expected to create and maintain a clean, safe, engaging, and positive classroom environment that supports effective learning and student well-being. They should actively monitor and evaluate students' academic progress through regular checking of notebooks, diaries, homework, and performance in weekly, monthly, and formal assessments. In addition, the teacher must closely observe students' behavior, guide them in developing good manners, etiquette, hygiene, environmental awareness, and respect for family and social values, thereby contributing to their holistic development.

Effective and timely communication with parents is a key responsibility. All official communication must be carried out in a professional manner, preferably in both English and Hindi, through written modes such as student diaries or approved platforms like WhatsApp, and must be completed after school hours and before 5:00 PM. Phone calls to parents, if required, should be made only during school hours.

The class teacher should build a healthy and respectful relationship with parents, ensuring transparency regarding the child's progress, behavior, and areas of concern.

The class teacher is also responsible for maintaining a well-organized daily Teacher's Diary, documenting lesson plans, classroom activities, and student progress systematically. Each class teacher holds full responsibility for their assigned class and must ensure that all academic and administrative tasks are completed on time. They should strive to make the classroom lively and motivating by incorporating daily inspirational or motivational thoughts, while maintaining a balance of warmth and firmness to ensure discipline and engagement.

In case of any challenges or concerns, the class teacher should promptly consult the Academic Coordinator or Academic Supervisor for guidance and support. Overall, the class teacher is expected to function as a mentor, guide, and role model, ensuring that every student experiences a nurturing, disciplined, and enriching learning environment throughout the academic year.

37. Teacher Responsibilities and Professional Expectations

Teachers play a foundational role in shaping the lives of students and contributing meaningfully to society through their lasting influence. They are expected to uphold this core philosophy by demonstrating commitment, dedication, and a strong sense of responsibility in all aspects of their profession. In their academic responsibilities, teachers must plan lessons effectively, ensure timely completion of the prescribed syllabus, adopt appropriate and engaging teaching strategies, and conduct fair and meaningful assessments. They are also required to maintain accurate academic records and provide regular feedback to support student learning and improvement.

In terms of student development, teachers should promote holistic growth by nurturing students' intellectual, emotional, social, and moral development while fostering an inclusive environment. They must encourage creativity, discipline, responsibility, and positive values among students. Teachers also carry institutional responsibilities, which include active participation in school programs, events, and administrative duties, as well as contributing to teamwork and the overall growth and development of the institution.

From a professional standpoint, teachers are expected to maintain high standards of professionalism, punctuality, accountability, and integrity. They should actively engage in continuous professional development and collaborate effectively with colleagues and stakeholders. Additionally, teachers must be willing to accept responsibilities beyond classroom teaching, including supporting leadership roles, organizing events, and contributing to various institutional initiatives as required.

Regarding the use of mobile phones, teachers are expected to avoid their use during teaching hours, except for official or academic purposes, ensuring that classroom time remains focused, disciplined, and conducive to effective learning.

CHAPTER 5: RULES AND RESPONSIBILITIES FOR JANITORS / SUPPORT STAFF

Janitors and support staff play a vital role in maintaining a clean, safe, and well-organized environment within the school campus. They are expected to carry out their duties with responsibility, discipline, and dedication, contributing to the overall well-being and smooth functioning of the institution.

Janitorial staff must ensure that all areas of the campus, including classrooms, corridors, washrooms, offices, and common spaces, are kept clean, hygienic, and well-maintained at all times. They are required to follow assigned schedules diligently and perform all cleaning duties such as sweeping, mopping, dusting, and waste disposal efficiently.

In addition to their regular duties, janitors are expected to assist teachers whenever required and support them in maintaining classroom cleanliness and readiness. They must always maintain a respectful and cooperative attitude towards teachers and staff members. Under no circumstances should they display anger, raise their voice, use inappropriate language, or engage in mocking or disrespectful behavior towards teachers or any member of the school community.

Janitorial staff are required to work under the instructions and supervision of the Administrator, Principal, and Director, and must follow all directions given by them promptly and responsibly. Any additional duties or responsibilities assigned by the management, including tasks during school events, examinations, or special activities, must be carried out efficiently and within the given time frame.

They must handle school property, equipment, and cleaning materials with care and report any damages or maintenance issues immediately. They are also expected to follow safety guidelines, especially while using cleaning chemicals and equipment.

Janitors must maintain discipline, honesty, and professionalism in their work and interactions. They should avoid unnecessary conversations, gossip, or interference in academic matters and must maintain confidentiality regarding school affairs.

Overall, janitorial staff are expected to perform all their duties properly and diligently, ensuring that all assigned tasks are completed effectively for the smooth functioning and well-being of the school. Any negligence, misconduct, or failure to follow instructions may result in disciplinary action as per institutional rules.

38. Role of Janitors & Support Staff

1. Campus Cleanliness and Maintenance
2. Support to Academic Environment
3. Professional Conduct and Behaviour
4. Compliance and Supervision
5. Care of School Property and Resources
6. Safety and Hygiene Practices
7. Discipline and Accountability

Janitors and support staff are integral to the institution's functioning, and their commitment ensures a safe, clean, and supportive environment that enhances the overall educational experience.

CHAPTER 6: PARENT PARTNERSHIP AND STUDENT WELL-BEING

This chapter outlines the collaborative role of teachers and parents in promoting students' overall well-being, including communication, nutrition, hygiene, discipline, and value-based practices.

39. Teacher–Parent Engagement

Teachers shall maintain professional and transparent communication with parents, providing regular updates on students' academic progress, behaviour, and overall well-being. They are expected to encourage active parent involvement in the child's learning and development, while also guiding parents in ensuring discipline, punctuality, and regular attendance. Additionally, teachers shall consistently reinforce the school's vision, mission, and values through their interactions with parents.

40. Student Health, Nutrition and Hygiene Monitoring

Teachers shall ensure that students bring a nutritious lunch along with a seasonal fruit each day and strictly prohibit non-vegetarian food (including eggs) and junk food on the school premises. They shall actively promote healthy eating habits and create awareness about balanced nutrition among students.

In addition, teachers shall ensure that students maintain proper personal hygiene, including clean hands, trimmed nails, and a neat appearance, and bring necessary items such as napkins, spoons (if required), and clearly labelled water bottles. Teachers are also responsible for communicating nutrition and hygiene guidelines to parents, addressing concerns related to students' food habits, allergies, and behaviour, and ensuring consistency between home and school practices. In cases of repeated non-compliance, teachers shall inform and coordinate with parents for corrective action.

41. Meal Guidelines, Supervision and Discipline

Teachers shall ensure adherence to the approved food guidelines on all regular school days. On Saturdays, observed as "Special Choice Day," students may be permitted to bring home-prepared favourite food items such as noodles or pasta; however, teachers must ensure that such food is healthy and not packaged or junk in nature.

During meal times, teachers shall actively supervise students, ensuring that they wash their hands before and after eating. They are responsible for maintaining discipline and orderly behaviour, encouraging students to avoid food wastage, and ensuring a clean, calm, and hygienic environment.

42. Meal Time Prayer

Teachers shall lead students in prayer before meals:

*Our Gracious Heavenly Father,
Thank You for the food You have given us.
Bless this food to our bodies.
Provide for those who are in need.
Help us to grow healthy and strong,
So that we may serve our nation with good health and strength.
Amen.*

CHAPTER 7: STUDENT PROTECTION AND DISCIPLINE

The institution is committed to providing a safe, respectful, and nurturing environment where every student is protected, valued, and supported in their overall development. All staff members share the responsibility of upholding student safety, dignity, and well-being at all times, ensuring that the school remains a secure and positive space for learning.

43. Child Protection Policy

Under the Child Protection Policy, every child must be treated with care, respect, and sensitivity, safeguarding their physical, emotional, and psychological well-being. The school enforces a strict Anti-Corporal Punishment Policy, where all forms of physical, verbal, or emotional punishment are strictly prohibited under any circumstances. In addition, the institution follows a Zero-Tolerance Anti-Bullying Policy, ensuring that any form of bullying, harassment, or intimidation is not accepted and is addressed promptly and effectively.

44. Anti Bullying & Discipline Policy

The Discipline Policy aims to maintain a fair, consistent, and constructive approach to student behavior, focusing on positive discipline, guidance, and corrective measures rather than punishment. Staff members are expected to model appropriate behavior and treat all students with dignity, fairness, and respect, actively preventing any form of misconduct or inappropriate behavior.

45. Reporting and Accountability

Furthermore, under Reporting and Accountability, all staff members are required to promptly report any concerns related to student safety, misconduct, or violations of policy to the appropriate authority. Proper documentation must be maintained to ensure transparency, accountability, and timely action. The institution remains committed to fostering a disciplined, safe, and supportive environment that promotes the holistic development of every student.

CHAPTER 8: LEGAL AWARENESS AND CHILD PROTECTION COMPLIANCE

Mount Olive Mission School is committed to ensuring that all teachers are aware of and comply with the legal frameworks governing education, child protection, and professional conduct in India. Teachers play a critical role in safeguarding the rights, dignity, and well-being of every student. Therefore, all

staff members are expected to be familiar with relevant laws and implement them responsibly in their daily practices.

46. RTE, POSCO, JJ Act & Other Laws

Under the key legal provisions and teacher responsibilities, the **Right to Education Act (RTE), 2009** requires teachers to ensure free, inclusive, and quality education for all children. They must avoid any form of physical punishment or mental harassment and promote a child-friendly learning environment.

The **Protection of Children from Sexual Offences (POCSO) Act, 2012** mandates that teachers ensure the safety of children from sexual offences, and any suspicion or knowledge of abuse must be reported immediately to the Principal or Director, as failure to report is a punishable offence.

The **Juvenile Justice Act, 2015** requires teachers to identify and report cases of neglect, abuse, or children in need of care and protection, ensuring timely intervention.

The **Child Labour Act, 2016** emphasizes that teachers should be vigilant and report any instance where a child is engaged in prohibited labour.

The **Sexual Harassment of Women at Workplace Act, 2013** requires all staff to maintain a safe and respectful work environment, and any form of harassment must be reported directly to the Principal or Director.

The **Information Technology Act, 2000** requires teachers to promote safe and responsible use of digital platforms and guide students in avoiding cyber risks and misuse.

Teachers are required to strictly adhere to all mandatory guidelines to ensure the safety, dignity, and well-being of every student. They must maintain zero tolerance towards corporal punishment and any form of abuse, uphold appropriate professional boundaries, and respect the confidentiality and dignity of all students. It is the responsibility of every teacher to promptly report any concerns related to student safety or protection to the appropriate authority and to actively promote a safe, inclusive, and respectful learning environment.

All actions and practices must be in alignment with school policies and applicable legal provisions. Any failure to comply with these guidelines may result in disciplinary action and, where applicable, legal consequences. Therefore, teachers are expected to act responsibly, ethically, and in full compliance with both institutional policies and national laws at all times.

47. Teacher Legal Responsibility

The institution shall function in strict compliance with all applicable educational laws, policies, and regulations of the Government of India and the State of Himachal Pradesh, as it is affiliated with the Himachal Pradesh Board of School Education (HPBOSE). All teachers are required to be aware of and adhere to the provisions of the **Right of Children to Free and Compulsory Education Act, 2009 (RTE Act)** and the corresponding Himachal Pradesh RTE Rules, 2011, which mandate free and compulsory education for children, prohibit corporal punishment and mental harassment, and ensure inclusive and equitable learning environments. The school shall also align with the Himachal Pradesh Private Educational Institutions (Regulation) Rules, 2003, which provide guidelines on school administration, teacher responsibilities, academic standards, examinations, and institutional governance.

In addition, the institution shall follow the principles of **Early Childhood Care and Education (ECCE)** as guided by the **National Education Policy (NEP 2020)** and state norms, ensuring age-appropriate, activity-based, and holistic learning for Pre-Primary sections. As per evolving state guidelines, admission age criteria and foundational education standards must be adhered to in early years of schooling. Teachers must also comply with eligibility and professional standards such as the Teacher Eligibility Test (TET) requirements, which are mandatory for teaching at the elementary level, ensuring quality and competency in education delivery.

Furthermore, the school shall strictly follow all **child protection and safety-related laws**, including the prohibition of physical punishment, maintenance of a safe school environment, and adherence to all directives issued by the **Department of School Education, Himachal Pradesh, and HPBOSE** from time to time. Teachers are expected to implement these legal provisions in their daily professional practice, ensuring accountability, transparency, and the highest standards of educational and ethical conduct.

CHAPTER 9: GRIEVANCE AND DISCIPLINARY PROCEDURES

The institution is committed to fostering a fair, transparent, and supportive working environment for all staff members. Any staff member facing concerns related to professional duties, workplace environment, interpersonal relationships, or institutional practices may formally raise a grievance through the prescribed channels.

48. Grievance Redressal

All grievances must initially be reported to the Academic Supervisor. If the issue remains unresolved, it should be escalated to the Administrator. In case the matter is still not resolved, it must be brought to the attention of the Principal, and if required, further escalated to the Director for final consideration. The institution shall ensure that all grievances are addressed with strict confidentiality, impartiality, and due diligence. No staff member shall face any form of retaliation or discrimination for raising genuine concerns in good faith.

49. Disciplinary Actions

The institution maintains high standards of professional conduct and expects all staff members to adhere strictly to institutional policies. Any violation of rules, misconduct, negligence of duty, or unethical behavior will be subject to disciplinary action.

Disciplinary action may include:

- Verbal warning
- Written warning
- Show-cause notice
- Suspension
- Termination of service

The nature of action shall depend on the severity and frequency of the misconduct. All disciplinary matters will be reviewed by the management, and decisions will be taken in accordance with institutional policies and applicable legal provisions. All staff members are accountable for their roles and responsibilities and are expected to perform their duties with integrity, professionalism, and commitment. Failure to comply with institutional standards, policies, or assigned responsibilities may impact performance evaluation, continuation of service, and professional growth.

50. Conflict Resolution

Staff members are encouraged to resolve conflicts in a respectful and professional manner through dialogue and mutual understanding. In cases where resolution is not possible, the matter should be referred to the Principal for appropriate intervention.

Final Authority

The final authority in all matters related to grievance, discipline, and institutional decisions rests with the Principal and Director. Their decision shall be final and binding.

CHAPTER 10: EMERGENCY & SAFETY PROCEDURES

The institution is committed to ensuring a safe, secure, and well-prepared environment for all students, staff, and visitors. All staff members are expected to be fully aware of and strictly follow established emergency and safety procedures to effectively respond to any unforeseen situations.

51. Disaster Management

As the school is located in a **Disaster Management Zone 5 area**, which is classified as a *Very High Damage Risk Zone* due to its high seismic activity, special emphasis is placed on disaster preparedness, particularly for earthquakes and related emergencies. All staff members must be trained and remain alert to respond appropriately during such situations.

52. Safety Protocols

In case of emergencies such as fire, earthquakes, natural disasters, medical incidents, or security threats, staff must remain calm, act promptly, and follow the prescribed safety protocols. Teachers are responsible for ensuring the safe and orderly evacuation of students, maintaining discipline, and guiding them to designated safe zones as per the school's evacuation plan. During earthquake situations, students must be instructed to follow safety measures such as "Drop, Cover, and Hold," and evacuation should be carried out only when it is safe to do so. Regular drills, including fire drills, earthquake drills, and emergency evacuation drills, shall be conducted to ensure preparedness and awareness among staff and students. All staff members must remain vigilant regarding potential safety hazards within the campus and report any concerns immediately to the administration. Basic first aid knowledge is essential, and in case of medical emergencies, immediate assistance must be provided while promptly informing the concerned authorities and parents.

The institution enforces strict safety measures, including visitor management, entry and exit monitoring, and continuous campus supervision. Staff members must ensure that students are always accounted for

and never left unattended. Any incident related to safety, security, or emergencies must be properly documented and reported without delay. The institution remains committed to creating a culture of safety, preparedness, and responsibility, ensuring that all stakeholders are equipped to handle emergencies effectively, especially considering the high-risk seismic nature of the region.

CHAPTER 11: EXAMINATION & ASSESSMENT

The institution is committed to maintaining a comprehensive, continuous, and transparent assessment system that supports students' academic growth and holistic development. The examination process is designed to evaluate learning outcomes, reinforce concepts, and prepare students for higher academic challenges.

53. Assessment Structure

1. Continuous and Weekly Assessment

Weekly tests shall be conducted regularly in all subjects to monitor students' ongoing academic performance. Teachers are required to evaluate these tests promptly, maintain accurate records, and share brief performance reports with parents to ensure continuous academic tracking and timely support.

2. Formative Assessments (FA)

Four Formative Assessments (FA-1 to FA-4) shall be conducted during the academic year to evaluate conceptual understanding, participation, assignments, project work, and skill-based learning. Teachers must provide constructive feedback to enhance student performance.

3. Summative Assessments (SA)

Two Summative Assessments shall be conducted:

- SA-1 (Half-Yearly): Syllabus up to mid-term (till August)
- SA-2 (Annual): Complete syllabus

These assessments evaluate overall academic achievement and understanding.

4. Mock Examinations

Mock examinations shall be conducted for Board-oriented classes (Grades 3, 5, and 8), following board patterns and covering the complete syllabus. These exams prepare students for final external assessments.

5. Examination Preparation

Teachers must explain the question paper pattern, marking scheme, and answer-writing techniques in advance, along with conducting revision sessions. Students should be prepared academically and mentally without unnecessary pressure.

6. Communication with Parents

The examination timetable must be shared at least one week in advance. Teachers should maintain regular communication with parents regarding performance, improvement areas, and preparation strategies.

7. Role of Examination Coordinator

The Examination Coordinator shall plan and conduct assessments as per HPBoSE guidelines, ensuring smooth and fair execution.

54. Teacher Responsibility

Teachers must stay updated with HPBoSE reforms, complete the syllabus on time, ensure fair evaluation, and maintain confidentiality. **NO LEAVE DURING EXAMINATION TIME.**

Academic Integrity and Evaluation Norms

All assessments shall be conducted in a fair, disciplined, and transparent manner. Teachers must instill honesty in students and ensure consistent academic growth. Evaluation must follow standardized norms, and results must be recorded accurately in progress report cards within the stipulated time.

Parent–Teacher Interaction

After each Formative Assessment, PTMs shall be conducted to share performance and improvement strategies. For Summative Assessments, Parent–Teacher–Student Meetings shall be held, ensuring transparency, accountability, and goal setting.

CHAPTER 12: CO-CURRICULAR AND HOUSE SYSTEM

The institution emphasizes co-curricular activities as essential for holistic development, promoting teamwork, leadership, and creativity.

55. Activities and Events

The school organizes assemblies, celebrations, sports, competitions, carnivals, and special programs to enhance student participation and personality development.

56. House System

Students are divided into four houses:

House of Honor, House of Wisdom, House of Courage, and House of Truth. Inter-house activities foster teamwork, discipline, and healthy competition under the guidance of House Masters/Teachers.

57. Student Leadership

Student leaders are selected through a multi-stage evaluation process to ensure fairness, merit, and leadership potential:

1. Written Test
2. Debate / Public Speaking
3. Oral Presentation / Interview
4. Final Voting (Democratic Process)

Roles of House Masters / Teachers

House Masters/Teachers are responsible for coordinating house activities, ensuring discipline, promoting participation, mentoring students, maintaining records, and encouraging excellence and teamwork.

CHAPTER 13: LIBRARY AND RESOURCE USAGE POLICY

The library supports academic excellence and encourages reading habits.

58. Library Usage

Books must be issued through proper procedure and returned on time. Borrowers are responsible for any damage or loss. Students must maintain silence and discipline.

Responsibilities

Students must handle materials carefully, avoid damage, and follow instructions. Teachers must guide students and promote reading culture.

59. Resource Usage Policy

No staff or student is permitted to use office property (printing, stationery, etc.) without prior approval. A Purchase Requisition Form must be submitted to the Office Administrator for any requirement. Unauthorized use is strictly prohibited.



CHAPTER 14: SCHOOL TIMINGS

60. Daily Schedule (Full Working Day from 9.00 AM to 3.00 PM)

Time	Activity	Duration
8:55 AM	First Bell	
8:58 AM	Second Bell	
9:00 AM	Third Bell	
9:00 – 9:25 AM	Morning Assembly	25 mins
9:25 – 9:35 AM	Teachers' Devotion Time	10 mins
9:35 – 10:20 AM	Period 1	45 mins
10:20 – 11:00 AM	Period 2	40 mins
11:00 – 11:10 AM	Fruit Break	10 mins
11:10 – 11:45 AM	Period 3	35 mins
11:45 – 12:20 PM	Period 4	35 mins
12:20 – 12:50 PM	Lunch Break	30 mins
12:50 – 1:25 PM	Period 5	35 mins
1:25 – 1:55 PM	Period 6	30 mins
1:55 – 2:25 PM	Period 7	30 mins
2:25 – 2:55 PM	Period 8	30 mins
2:55	First Bell (Pack-Up Bell)	
2:58	Second Bell (Stand & Prepare)	
3:00	Third Bell (Disperse)	

Daily Schedule (Half Working Day from 9.00 AM to 12.30 PM)

Time	Activity	Duration
8:55 AM	First Bell	
8:58 AM	Second Bell	
9:00 AM	Third Bell	
9:00 – 9:15 AM	Morning Assembly	15 mins
9:15 – 9:20 AM	Teachers’ Devotion Time	10 mins
9:20 – 10:00 AM	Period 1	40 mins
10:00 – 10:30 AM	Period 2	30 mins
10:30 – 10:40 AM	Fruit Break	10 mins
10:40 – 11:10 AM	Period 3	30 mins
11:10 – 11:40 AM	Period 4	30 mins
11:40 – 12:10 PM	Lunch Break	30 mins
12:10 – 12:25 PM	Period 5	15 mins
12:25	First Bell (Pack-Up Bell)	
12:28	Second Bell (Stand & Prepare)	
12:30	Third Bell (Disperse)	

CHAPTER 15: CAMPUS DISCIPLINE & GENERAL RULES

Mount Olive Mission School maintains high standards of discipline, respect, and order.

61. General Conduct

All members must maintain punctuality, cleanliness, respectful communication, and adherence to school rules. Misconduct will invite disciplinary action.

62. Staff and Student Behavior

Staff must model professionalism and integrity. Students must demonstrate respect, discipline, and responsibility. Proper dress code and conduct are mandatory.

Office & Principal Office Norms

Strict discipline must be maintained in office areas. Entry is only with permission, silence must be observed, and unnecessary gathering or disturbance is strictly prohibited.

CHAPTER 16 : MORNING ASSEMBLY GUIDELINES

The Morning Assembly is an integral part of the school routine aimed at fostering discipline, moral values, spiritual growth, communication skills, and a sense of unity among students. All staff and students are expected to participate actively and maintain proper decorum.

General Instructions

- Assembly shall be conducted daily in a structured and disciplined manner by the respective houses, and all are instructed to cooperate without any excuse.
- All activities must be **time-bound (within 25 minutes)**.
- Teachers on duty must ensure smooth coordination and student participation.
- Proper grooming, discipline, and silence must be maintained throughout.

63. Assembly Structure

Day	Activities
Monday	Roll Call (House-wise) 1. School Prayer Song – <i>Saari Srishti Ke Malik</i> 2. National Song – <i>Vande Mataram</i> 3. Pledge 4. Thought for the Day 5. Student Talk on Theme 6. Lord's Prayer 7. Word of the Day 8. Dress Checking, Grooming & Attire Check 9. Teacher Talk on Motto/Theme 10. Address by the Incharge 11. National Anthem
Tuesday	Roll Call (House-wise) 1. School Prayer Song – <i>Saari Srishti Ke Malik</i> 2. National Song – <i>Vande Mataram</i> 3. Pledge 4. News Reading 5. Lord's Prayer 6. Word of the Day 7. Teacher's Talk on Value Education & Holistic Development 8. Dress Checking, Grooming & Attire Check 9. Address by the In charge 10. National Anthem
Wednesday	Roll Call (House-wise) 1. School Prayer Song – <i>Saari Srishti Ke Malik</i> 2. National Song – <i>Vande Mataram</i> 3. Pledge 4. Aerobic Exercise 5. English & Hindi Recitation 6. Lord's Prayer 7. Word of the Day 8. Aerobic Exercise 9. Dress Checking, Grooming & Attire Check 10. Address by the In charge 11. National Anthem
Thursday	Roll Call (House-wise) 1. School Prayer Song – <i>Saari Srishti Ke Malik</i> 2. National Song – <i>Vande Mataram</i> 3. Pledge 4. Thought for the Day 5. News Reading 6. Student Talk on Motto 7. Lord's Prayer 8. Word of the Day

Day	Activities
	9. Dress Checking, Grooming & Attire Check 10. Address by the In-Charge 11. National Anthem
Friday	Roll Call (House-wise) 1. School Prayer Song – <i>Saari Srishti Ke Malik</i> 2. National Song – <i>Vande Mataram</i> 3. Pledge 4. G.K. Quiz / Current Affairs 5. News Reading 6. Lord's Prayer 7. Word of the Day 8. Aerobic Exercise 9. Dress Checking, Grooming & Attire Check 10. Address by the In-Charge 11. National Anthem
Saturday	Roll Call (House-wise) 1. Prayer Song 2. Lord's Prayer 3. Student Performance – Song / Group Song (Patriotic / Devotional / Classical, etc.) 4. Teacher's Performance 5. Address by the In charge 6. National Anthem

64. Responsibility of Teachers

- Teachers must supervise students during assembly.
- Ensure participation of assigned students.
- Maintain discipline and silence.
- Monitor grooming and uniform.
- Coordinate with assembly in charge for smooth execution.

CHAPTER 17: ADDITIONAL INSTITUTIONAL RESPONSIBILITIES & COORDINATION

Teachers play a vital role beyond classroom instruction by contributing to the overall functioning and development of the institution. To ensure effective administration and holistic student growth, teachers may be assigned additional responsibilities as Coordinators, In-charges, or Committee Members across

academic, co-curricular, administrative, and student welfare domains. These roles are integral to fostering a well-organized, vibrant, and value-driven school environment.

65. Structure of Responsibilities

A. Academic & Administrative Coordination

- Academic Coordinators
- Timetable Coordinator
- SOF Olympiad In-charge
- ITO Olympiad In-charge
- Teacher Recruitment Committee
- PTM / PTSM Coordinators

B. Event & Program Coordination

- Student Tour Coordinator
- Teachers' Tour Coordinator
- Carnival Coordinator
- Annual Day Function In-charge
- Pre-Primary Graduation & Award Ceremony In-charge
- Celebrations In-charges
- Competitions In-charges
- Cultural Fest In-charges

C. Co-Curricular & Activity Coordination

- Activities & Certificate Coordinator

- Assembly In-charges
- Art and Craft In-charges
- Music and Dance Club
- Dance and Drama Club
- Storytelling Club
- Fancy Dress Club
- Public Speaking Club
- Debate & Cooking Club

D. Clubs & Student Development

- Eco / Green Club Coordinator
- Gardening / Nature Club
- Cleanliness & Hygiene Club
- Reading Club
- Science & Innovation Club
- Math's Club
- Social Service Club
- Photography Club

E. Infrastructure & Resource Management

- Computer Lab Coordinator
- Library In-charges
- ID Card In-charges
- Videography, Photography & Sound System In-charges

F. Discipline, Safety & Student Welfare

- Discipline Coordinator
- Assembly Coordinator
- Sports Department In-charge
- Safety & Security Coordinator (Disaster Management Committee)
- Health, Hygiene & First Aid In-charge
- Anti-Bullying Committee
- Child Protection & POCSO Committee
- Sexual Harassment Committee
- Cyber Awareness Committee
- Internal Complaints Committee

G. Publication & Documentation

- School Magazine (Mind Spark) In-charge
- Documentation and Record Maintenance

H. Examination & Assessment

- Examination Planning & Coordination
- Assessment Records & Result Processing
- Evaluation Monitoring and Reporting

66. Roles and Responsibilities of Coordinators

Teachers assigned to additional roles shall:

- Demonstrate commitment, responsibility, and professionalism
- Plan, organize, and execute activities effectively

- Ensure inclusivity and maximum student participation
- Maintain proper records, reports, and documentation
- Capture photographic and video evidence for institutional records
- Coordinate with the Management, Principal, and Director
- Adhere to institutional policies, timelines, and guidelines
- Ensure all activities are conducted safely and in an organized manner

All coordinators and in-charges are accountable for the successful execution of their assigned responsibilities. Failure to perform duties or negligence may be reviewed by the school administration and addressed as per institutional policies.

67. Classification of Responsibilities

A. Daily Responsibilities

These require continuous monitoring:

- Assembly coordination and discipline
- Academic supervision and timetable implementation
- Student behavior monitoring
- Health, hygiene, and first aid awareness
- General safety and security vigilance
- Anti-bullying and child protection awareness
- Cleanliness of classroom and campus
- Supervision of library and computer lab (as required)
- ID card verification and discipline checks
- Basic parent communication and follow-up

B. Periodic Responsibilities (Weekly / Monthly)

- House activities and competitions
- Club activities (Eco, Science, Math's, Reading, etc.)
- Assembly planning and student engagement
- Olympiad coordination (SOF / ITO)
- PTM / PTSM meetings
- Certificate preparation and activity records
- School magazine (Mind Spark) development
- Sports practices and inter-house competitions
- Cultural, literary, and creative activities
- Documentation and reporting

C. Event-Based Responsibilities

- Student and Teachers' Tours
- School Carnival
- Annual Day Function
- Pre-Primary Graduation Ceremony
- Cultural Fest and Celebrations
- Competitions and special events
- Teacher recruitment processes
- Photography, videography, and sound management
- Awareness campaigns and exhibitions

68. Implementation Guidelines

Responsibilities will be assigned at the commencement of the academic year, and teachers may be entrusted with multiple roles based on institutional requirements. The distribution of responsibilities will be carefully monitored to ensure an equitable workload and effective functioning. Periodic review

meetings will be conducted to assess progress and performance, and all assigned roles will require proper documentation and timely reporting as a mandatory expectation.

SECTION G: FORMS AND DECLARATION

69. CODE OF ETHICS

The institution upholds the highest standards of professional ethics, integrity, and accountability in all aspects of teaching and institutional responsibilities. All staff members are expected to conduct themselves in a manner that reflects the values, vision, and mission of the institution, while maintaining respect, fairness, and commitment towards students, parents, colleagues, and the management.

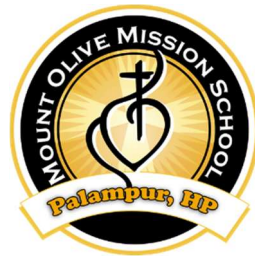
Teachers shall perform their duties with honesty, dedication, and a strong sense of responsibility, ensuring that the interests, safety, and well-being of students remain a top priority at all times. They are expected to adhere strictly to all institutional policies, maintain professional boundaries, uphold confidentiality, and avoid any form of misconduct, discrimination, or misuse of authority. Ethical conduct must be reflected in teaching practices, communication, decision-making, and all professional interactions within and outside the school.

All staff members are required to demonstrate punctuality, discipline, teamwork, and a willingness to contribute positively to the institution's growth and development. They must also comply with all applicable legal provisions, child protection laws, and institutional guidelines as outlined in this handbook.

70. Declaration

I hereby declare that I have read, understood, and agree to abide by all the rules, regulations, policies, and guidelines stated in this Teacher's Handbook. I commit myself to maintaining the highest standards of professionalism, ethical conduct, and responsibility in the discharge of my duties. I understand that any violation of these policies may result in disciplinary action as per institutional rules.

71. ACKNOWLEDGEMENT FORM



I hereby acknowledge that I have received a copy of the *Teachers' Handbook* of Mount Olive Mission School for the academic year 2026-2027.

I confirm that I have carefully read, understood, and agree to comply with all the policies, rules, regulations, procedures, and guidelines contained therein, as well as any amendments, updates, or instructions issued by the institution from time to time.

I understand and accept that:

- The handbook constitutes an official institutional document and is binding upon me as part of my professional responsibilities.
- I am required to adhere to all institutional policies, including academic, administrative, disciplinary, and ethical standards.
- Any violation, negligence, misconduct, or non-compliance with the provisions of the handbook may result in disciplinary action, which may include warning, suspension, or termination of service, as per institutional rules.
- The institution reserves the right to modify, amend, or update the policies at any time, and I agree to abide by such changes as communicated officially.

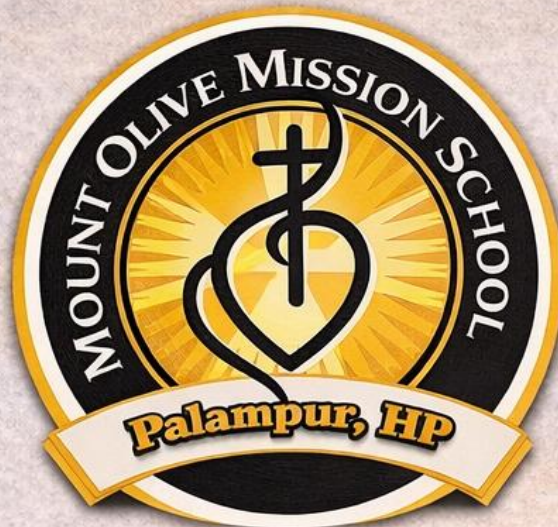
I further affirm my commitment to uphold the vision, mission, values, and standards of Mount Olive Mission School and to perform my duties with integrity, professionalism, and dedication.

Declaration

I voluntarily sign this acknowledgement and commitment, fully understanding its implications and agreeing to abide by all institutional policies and expectations.

Name of Staff :

Date & Signature of Staff



TEACHER & STAFF HANDBOOK

Prepared by **Dr. P. Abey Thomas**

Approved by **Dr. Sam Abraham, Director**



Prepared by:

Dr. P. Abey Thomas

Dr. P. Abey Thomas

Approved by:

Dr. Sam Abraham

Dr. Sam Abraham, Director